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ABSTRACT

This 4-year followup study of graduates of the Jackson County Adult Evening School Completion Program is the fourth 4-year study to be completed. The study attempted to measure the benefits received by the 1970 graduates in the educational, social, and financial areas. General information was obtained from a questionnaire that required information on the participants' age, sex, residence, marital and family status, job changes and promotions, kinds of additional training received, improved social and personal attitudes, and the program's effectiveness for each individual. Twenty-six tables show the relevant findings of the questionnaire, and conclusions related to questionnaire items are listed. Recommendations based on this and earlier studies of the adult graduates are proposed for consideration in other adult education programs, and four exhibits (sample of the Four-Year Follow-up Questionnaire, and copies of the letters received by the participants) are included. (BP)

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A FOUR-YEAR FOLLOW-UP STUDY
OF THE
FIFTY-EIGHT GRADUATES - CLASS OF "70"
OF THE
JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM

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BY

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PROJECT ADMINISTRATOR

COMPLETED MAY, 1974

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PREFACE

The evening of April 30 of this year (1974), the Eighth Jackson County Adult Evening High School graduating class received their high school diplomas. Approximately four hundred and thirty-five adults have completed their high school education by way of this evening school program including this eighth graduating class.

Each of the graduating classes has been or will be the subject of a one-year and a four-year follow-up study (one and four years after graduation).

This four-year follow-up study is the fourth to be completed and is a study of the class of 1970. This class was composed of twenty-one men and thirty-seven women for a total class membership of fifty-eight.

Questionnaires from the one-year study were saved and comparisons of some responses to similar questions on both studies may be made.

It is hoped that the results of this four-year study will substantiate and/or reinforce the findings of the one-year study of this class, as well as provide additional information about our graduates and this program.

ACKNOWLEDGEMENTS

We especially wish to recognize the members of the Class of 1970 not only for completing their high school education, but also for their willing participation in this and the earlier study.

To be commended also, are the teachers and other staff members of this program who have contributed greatly to the success of this program, at the expense of time away from their families.

We recognize also the contributions of the Local Boards of Education, the Jackson County Board of Education, and the taxpayers. Without the cooperative efforts of these groups, the program would be impossible.

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CHAPTER I

BACKGROUND INFORMATION

The Problem:

Although the Jackson County Adult Evening High School Completion Program has completed eight years of operation, continued evaluation of the program is necessary.

The one and four-year follow-up studies (one and four years after graduation), while supplementing other evaluation devices such as pre-post test results, student, and teacher evaluations, are felt to be a most useful evaluation device. The "acid" test, so to speak, of the real effectiveness of the program.

While one-year follow-up studies may reveal relatively short-term benefits, it is felt that four-year follow-up studies would reveal other long-range benefits that may accrue to our graduates, in terms of educational, financial, social, and/or personal gains.

It is also felt that four-year follow-up studies might reveal any "halo" effects in the one-year studies, if any, because of the passage of more time.

The Purpose:

The purpose of our follow-up studies is to further evaluate the effectiveness of the Jackson County Adult Evening High School Completion Program.

These evaluations will help us to determine whether or not continuation of this program is justified, in terms of the results produced and the financial investment made.

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Comparison of responses to the one and four-year studies may be made of some questions that are similar in both studies. "Halo" effects of the one-year study, if any, may be detected. Cumulative benefits might also be revealed, particularly educational and financial.

Results of these studies, if favorable, should encourage continuation and establishment of similar programs, as well as help attract new adult students to these programs.

In addition, since each graduating class is the subject of the same follow-up studies, it is now possible to compare responses of classes on both the one and four-year studies. We made such a comparison of responses on the four-year studies of the classes of 1967-1968-1969, and hope to make additional comparisons in the future.

Related Studies:

To the knowledge of this writer, the only related studies are those which have been made of this program.

The following studies of this program have been made:

1. One-Year Follow-Up Study - Class of 1967 - results published in Vocational Education Amendments of 1968, Part 2, which were the results of hearings before the General Subcommittee on Education in the 90th Congress.
2. One-Year Follow-Up Study - Class of 1968 - results published in the October, 1969 issue of Research in Education, Volume 4, Number 9.
3. One-Year Follow-Up Study - Class of 1969 - published in the October, 1970 issue of Research in Education, Volume 5, Number 10.

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4. One-Year Follow-Up Study - Class of 1970 - results published in the August, 1971 issue of Research in Education, Volume 6, Number 8.
5. One-Year Follow-Up Study - Class of 1971 - results published in the September, 1972 issue of Research in Education, Volume 7, Number 9.
6. One-Year Follow-Up Study - Class of 1972 - results published in the October, 1973 issue of Research in Education, Volume 8, Number 10.
7. One-Year Follow-Up Study - Class of 1973 - results not yet published, but recently submitted to ERIC.
8. Four-Year Follow-Up Study - Class of 1967 - results published in the June, 1971 issue of Research in Education,* Volume 6, Number 6.
9. Four-Year Follow-Up Study - Class of 1968 - results published in the July, 1972 issue of Research in Education, Volume 7, Number 7.
10. Four-Year Follow-Up Study - Class of 1969 - results published in the August, 1973 issue of Research in Education, Volume 8, Number 8.
11. A Comparative Analysis of Selected Responses to the Four-Year Follow-Up Questionnaires Returned By the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69.- results published in the August, 1973 issue of Research in Education, Volume 8, Number 8.

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Currently underway is this four-year follow-up study of the Class of 1970.

It is hoped that the results of the studies underway and contemplated will be similarly published when completed.

Assumptions:

The following assumptions have been made:

1. The questions in the questionnaire will be correctly understood by the graduates.
2. The graduates will answer the questions in all honesty.
3. The questions are pertinent and will measure the benefits our graduates have received as a result of attending and graduating from this program.

Questionnaire:

Some of the questions used in the questionnaire of the four-year study are similar to some questions used in the one-year study of this class and comparisons of responses may be made.

Other questions used in the questionnaire of the four-year study are different and more pointed in terms of financial, educational, or social benefits.

The questionnaire used in the four-year study has not been changed so comparisons of responses made in the four-year studies by different graduating classes might also be made. All questionnaires have been saved so that future studies or comparisons may be made.

A copy of the questionnaire is found in the list of exhibits, Exhibit A. Also found in the list of exhibits are the three cover letters, Exhibits B, C, and D.

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Hypothesis:

Is it important to be a high school graduate? Is it worth the time it takes? Do high school graduates receive any benefits by completing their high school education? What kind of benefits are received? Are these benefits the result of completing high school or chance occurances?

The questions above, plus many more that could be asked, are questions which need to be answered. I know of no better way to answer these questions than by asking the questions of the program's graduates.

If this adult program is accomplishing what it ought to be accomplishing, the lives of our graduates should be changing for the better.

These changes should be measurable to some degree and should be found in the areas of financial, educational, and/or social gains - as experienced by the graduates after graduation.

These benefits might be job changes, job promotions, continued education, better mental health, more pride, self-satisfaction, being a better parent, living a happier life, etc.

While the one-year study of the Class of 1970 indicated the presence of many of these beneftis, this four-year study should measure any longer-range benefits, the temporariness or permanence of these benefits, and whether additional benefits have been experienced.

Results of this Study:

The results of this study will be used to further evaluate the success or failure of this adult program and to justify its continuance or termination.

If favorable, the results will also be used to encourage non-high school graduates to enroll in programs of this type and to encourage the establishment of similar programs.

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The results, if favorable, should encourage governmental or private agencies to financially support programs of this nature.

Indirectly, we hope it will encourage local school districts to reflect upon their dropout problems with the determination to resolve this widespread problem by preventing dropouts, eventually eliminating the need for programs of this kind. This may require revision of unwise policies, curriculum changes, scheduling changes, and other experimental approaches to this problem.

Definition of Terms:

For the purpose of this study, the following terms are defined:

Housewife: A married woman not working for wages.

Part-time Worker: One who regularly works part-time for wages.

Full-time Worker: One who regularly works full time for wages, salary, or profit.

Unemployed Worker: One who is temporarily out of work.

Disabled Worker: One who cannot work because of physical handicaps.

These terms were briefly defined on the questionnaire to help eliminate any misunderstandings that might occur.

Method of Attack:

On February 27, 1974 - fifty-eight (58) questionnaires, letters, and self-addressed stamped return envelopes were mailed to the Jackson County Adult Evening High School graduates - Class of 1970. Two weeks were allowed to elapse before a second questionnaire, letter, and return envelope were mailed to non-respondents to the first request. Almost three additional weeks passed before a third questionnaire, letter and

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return envelope were sent the remaining non-respondents. Another two-week period was allowed to pass before the tabulating and writing of the results was begun.

Twenty-one of the fifty-eight graduates returned completed questionanires in response to the first letter.

The second letter was mailed March 13, 1974, to the thirty-seven non-respondents to the first request. Fifteen additional questionnaires were received as a result of the second letter.

A third letter was mailed March 4, 1974, to the remaining twenty-two non-respondents. After the two-week waiting period, seven more questionnaires were received in response to the third letter. A total of forty-three adults responded to one of the three requests.

A total of forty-three questionnaires were returned for a final return of seventy-four (74.13) percent.

Fifteen menbers of this class did not respond to any of the three requests.

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CHAPTER II

FINDINGS

GENERAL INFORMATION:

Tables I through IV present information relating to ages, sex, head of household, and marital status.

Non-respondent data is included in Tables I, II, V, VI, and VII, as well as data of the respondents, since much of this information is available from our files, and the earlier one-year follow-up study of the Class of 1970. But where non-respondents are included, the number followed by the letters NR, will be placed in the appropriate occupational category, so that the non-respondent information will be known. A number like 16 (3NR) means that three non-respondents are included in the number 16.

Age and Sex:

The present average ages, median, and range of ages by present occupational classification are shown in Table I.

This data clearly indicates that nearly all of the graduates of the Class of 1970 have many productive years ahead of them in which to benefit from their high school education via employment opportunities, or to further their education and, as taxpayers, to repay the cost of their education many times over.

It also indicates that, at least for members of this class, age was not a detriment to attending and completing their high school education via this adult night school program.

Table II presents the detail of the age information by present occupational classification.

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TABLE I

PRESENT AVERAGE AGES BY PRESENT OCCUPATIONAL GROUPS

CLASS OF 1970

FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

NUMBER	CLASSIFICATION	MDN	AVERAGE AGE	RANGE
15 -(5NR)	Housewives	32	32.5	22-53
	Part-time Workers			
0	Men	-	-	--
6	Women	36.5	36.7	22-50
	Full-time Workers			
21 -(3NR)	Men	35	36.6	22-56
16 -(7NR)	Women	36	35.7	22-50
	Unemployed			
-	Men	--	-	--
-	Women	--	-	--
	Disabled			
-	Men	--	-	--
-	Women	--	-	--

43 Respondents

15 Non-Respondents

58 Total Class of 1970

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TABLE II

PRESENT AGES (DETAIL) AND SEX

BY OCCUPATIONAL CLASSIFICATION

CLASS OF 1970 - FOUR-YEAR FOLLOW-UP

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	AGE	MALE	FEMALE
Housewives	53		1
	46		1 (1NR)
	44		1
	39		1
	35		2
	32		2 (1NR)
	30		1
	29		1
	23		3 (1NR)
	22		2 (2NR)
	Total Housewives		15 (5NR)
Part-time Workers			
Men	-	-	
Women	50		1
	49		1
	39		1
	34		1
	26		1
	22		1
	Total Part-time Workers		6
Full-time Workers			
Men	56	1	
	54	1	
	52	1	
	51	2	
	43	1	
	39	1	
	38	2	
	36	1	
	35	2(1NR)	
	30	2(1NR)	
	29	1	
	28	1	
	27	1	
	26	1	
	25	1(1NR)	
	23	1	
	22	1	
	Total Full-time Men	21 (3NR)	

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Table II continued:

Full-time Workers		
Women	50	1
	49	1
	47	1
	46	1
	44	1 (1NR)
	41	1 (1NR)
	40	1
	36	2 (1NR)
	32	1
	31	1
	27	1 (1NR)
	25	1 (1NR)
	23	1
	22	2 (2NR)

Total Full-time Women 16 (7NR)

Unemployed
Men
Women

Disabled
Men
Women

TOTAL RESPONDENTS MEN	18	TOTAL RESPONDENTS WOMEN	25
Total NR Men	3	Total NR Women	12
Total Men	21	Total Women	37

TOTAL CLASS OF 1970 - 58

Present Addresses:

Comparison of addresses at time of enrollment, one year after graduation, and four years after graduation reveals some mobility of these graduates. The vast majority, however, still live within the Jackson County area, at least up to four years after graduation.

It supports our belief that most of our graduates will remain in the area long enough to repay more than the cost of their adult education.

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Indications are also present that for those who have moved out of the area, they have found employment more easily than they would have without a high school diploma. They are indeed both more employable and mobile.

Table III presents this information. All respondents are in the Jackson County and neighboring areas. However, it is known that some of the non-respondents have moved out of the area. This has been consistently the case in the two earlier classes which were the subjects of a four-year follow-up study.

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TABLE III

PRESENT ADDRESSES - CLASS OF 1970

RESPONDENTS

BY OCCUPATIONAL CLASSIFICATION

MAILING ADDRESS	NUMBER AT THIS ADDRESS
Housewives:	
Bellevue	3
Dubuque	1
Lost Nation	1
Maquoketa	4
Monmouth	1
Total Housewives	10
Part-time Workers:	
Men	-
Women	
Bellevue	1
Coralville	1
Maquoketa	2
Spragueville	1
Springbrook	1
Total Part-time Women	6
Full-time Workers:	
Men	
Bellevue	5
Clinton	1
DeWitt	1
Maquoketa	9
Oakdale	1
Spragueville	1
Total Full-time Men	18
Women	
Andover	1
Delmar	1
Dubuque	1
Maquoketa	4
Oxford Junction	1
Preston	1
Total Full-time Women	9

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Table III continued:

ADDRESS	NUMBER AT THIS ADDRESS
Unemployed	
Men	-
Women	-
Disabled	
Men	-
Women	-
Total Respondents	43
Total Non-Respondents	15
TOTAL CLASS OF 1970	58

Head of Household:

Table IV illustrates the make-up of the Class of 1970 by sex and head of household.

It will be noted that while seven women respondents are the head of the household, most of them, eighteen, are not.

By contrast, all of the men respondents are head of the household whether single or married.

A large percentage of married women are working wives, who while not head of the household, find it necessary or desireable to add to the family income.

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TABLE IV

PRESENTLY HEAD OF HOUSEHOLD

RESPONDENTS

CLASS OF 1970 - FOUR-YEAR FOLLOW-UP STUDY

HEADS OF HOUSEHOLD	NUMBER
Men	18
Women	7
Total Heads of Household	25
NOT HEAD OF HOUSEHOLD	
Men	-
Women	18
Total Not Head of Household	18
Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

Marital Status:

Table V presents the current marital status of the members of the Class of 1970. Only six respondents of this class are not presently married. Four are single, and two divorced. Their marital status has changed somewhat since the one-year follow-up of this class when seven were reported single, four widowed, and one divorced.

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TABLE V

PRESENT MARITAL STATUS - CLASS OF 1970

FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

STATUS		NUMBER
Single		
Men		1
Women		4 (1NR)
	Total Single	5
Married		
Men		19 (3NR)
Women		28 (7NR)
	Total Married	47
Widowed		
Men		-
Women		4 (4NR)
	Total Widowed	4
Divorced		
Men		-
Women		2
	Total Divorced	2
Separated		
Men		-
Women		-
	Total Separated	0
	Total Respondents	43
	Total Non-Respondents	15
	Total Class of 1970	58

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Occupation at Enrollment, One Year, and Four Years After Graduation:

Table VI lists the occupational classification of the graduates - Class of 1970 - at three different intervals, enrollment and one and four years after graduation.

This table illustrates the rather noticeable reduction in the number of housewives and the increase in the number of part and full-time workers.

This pattern has also been true on the three earlier four-year studies. It indicates that employment is more available with a high school diploma, and that these housewives do seek employment which they otherwise might not.

TABLE VI

OCCUPATIONAL CLASSIFICATION

AT ENROLLMENT - ONE YEAR - FOUR YEARS AFTER GRADUATION

CLASS OF 1970 - FOUR-YEAR FOLLOW-UP

(Non-respondents Included Under Classification of the One-Year Study or Enrollment)

CLASSIFICATION	AT ENROLLMENT	ONE-YEAR	FOUR-YEARS
Housewives	21 (5NR)	21 (6NR)	15 (5NR)
Part-time Workers			
Men	1	1	-
Women	3	2	6
Full-time Workers			
Men	20 (3NR)	18 (3NR)	21 (3NR)
Women	12 (7NR)	14 (6NR)	16 (7NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals - Class of 1970	58	58	58

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Employer and Type of Work at Enrollment, One-Year and Four-Years After Graduation:

Table VII reveals the details of employers and type of work at the three intervals of enrollment, one year and four years after graduation. It permits us to observe the changes in employment that have occurred during this five or more years interval.

It should be pointed out that all but one of the last fifteen (non-respondents) are listed as "same" in the third column meaning it is assumed that their occupational classification is the same as was reported at enrollment or on the one-year study (second column). Some additional job changes or promotions are known to have occurred among the non-respondents, but only the changes or promotions reported or observed in the one and four-year studies can be reported as known changes, save the one exception.

The asterisks (* or **) denote either job changes or promotions observed or reported on the questionnaires. A negative preceding the asterisk means a change occurred removing the person from the labor market, ie., return to role of housewife, becoming unemployed or disabled.

It is of interest to note that at one-year after graduation a total of fourteen positive changes are observed or reported, by respondents, and at four-years twenty positive changes or promotions are observed or reported, not counting the fifteen non-respondents whose current status is not included. Eight of these respondents are observed or reported having positive changes at both the one-year and four-year intervals. A total

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of twenty-six individuals, however, are observed or reported to have received one or more changes or promotions between enrollment and four-years after graduation. Nine respondents have been consistently housewives, while eight have remained with the same employer or at the same job.

Of the thirty-three respondents currently in the labor market, this means that twenty-six or seventy-nine percent of those part and full-time workers are observed or reported to have experienced a job change or promotion between enrollment and four years after graduation.

When you consider that many full or part-time workers are not actively seeking to change jobs, the percentage would be more remarkable.

There appears to be some difference (more positive changes) between the number of promotions or changes experienced at one and four years after graduation, indicating that financial benefits continue and will continue to accrue to these graduates.

TABLE VII

EMPLOYER AND TYPE OF WORK AT ENROLLMENT - ONE YEAR - FOUR YEARS AFTER GRADUATION

CLASS OF 1970 - FOUR-YEAR FOLLOW-UP STUDY

		EMPLOYER AND TYPE OF WORK	
SEX	AT ENROLLMENT	AT ONE YEAR	AT FOUR YEARS
F	1. Not Employed-Housewive	same	same
F	2. Not Employed-Housewive	same	*PT J.C. Hospital-nurses aid
F	3. Not Employed-Unemployed	*FT RVCAP-T.A. for Senior Citizens	*FT Decker House - maid, cook, etc.

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Table VII continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEARS
F	4. Swift & Co. canning dept. F.T.	*Green Mill-waitress F.T.	*Jackson Co. Home-matron F.T.
F	5. Swift & Co. meat cutting FT	same	same
M	6. Goetz, Inc. parts & sales FT	same	same
F	7. Not employed - housewife	same	same
F	8. Not employed - housewife	same	same
M	9. MVMPA - laborer FT	same	FT *MVMPA- shift supervis
M	10. USCorps of Eng. lock & dam FT	same	FT *US Corps of Eng.
F	11. Not employed - housewife	same	*FT Clinton Engines-assembly
M	12. Ia. Elec.- serviceman FT	same	same
M	13. John Butchi - painter FT	FT* U.S. Army-serviceman	*City of Comanche-mai FT
F	14. Not employed- housewife	same	*FT J.C. Hospital - nurses' aide
F	15. Russell Speaker-repair operator FT	*Oxford Speaker FT	FT Oxford Speaker-assemb
F	16. Not employed - housewife	same	same
F	17. Stu's Cleaners- steam press operator FT	same	same
M	18. Iowa Electric- meter reader FT	same	same
F	19. Not employed - housewife	?assumed same	*FT John Deere-pick pa
M	20. Hart's Poultry Farm -truck driver FT	*PT Darwim Paulsen-farmhand & college stu-dent	*Caterpillar Tractor Co. -machinist FT
F	21. Not employed - housewife	same	same
F	22. Not employed - housewife	same	same
M	23. Midwest Pipecoating - machine operator FT	same	*same

Table VII Continued:

SEX	AT ENFOLLMENT	ONE YEAR	FOUR YEARS
M	24. People's Natural Gas-Serviceman B FT	*same-Serviceman A	same - appliance serviceman FT
M	25. Self-employed-farming & painting FT	same	same
M	26. PT Clinton Engines - boring lathe	*FT Jackson Co. truck driver	*same - road foreman
F	27. JCP Hospital - housekeeping FT	*same Nurses' Aide	same - Nurses Aide
F	28. Not employed - housewife	same	same
M	29. Chicago NW RR.- material handler FT	same	* same - handler and storehouse keeper FT
F	30. Not Employed - housewife	same	same
F	31. Not employed - housewife	same	same
F	32. PT Census Bureau - taking census	-* not employed-housewife	*PT St. Joseph's Chur teaching CCD class
F	33. Not employed - housewife	*PT Maquoketa Country Club - waitress	*Co. Treas. Office typing FT
M	34. Caterpillar Tractor - tool grinder FT	* same - tool grinder and salvage FT	assumed same
M	35. Paetz Super Valu - carryout FT	-* Unemployed	* FT Univ. of Iowa laundry
F	36. Not employed - housewife	*not employed - college student	*Drug Counselor & gra college student FT
M	37. Naeve Hybred Corn Co. laborer & sales FT	same	same - plant and sale work FT
F	38. PT - St. Joseph School cook	PT - same	*PT - lunch manager
M	39. Rockdale Stone Products - feeding crusher & driving FT	-* disabled	*FT - Adams Co. - guard
M	40. City of Maq. - lineman FT	*same	same

Table VII Continued:

SEX	AT ENROLLMENT	ONE YEAR	FOUR YEARS
M	41. Mohr's Mobil - station attendent FT	same	same
F	42. Not employed - housewife	*FT - Hinze - pickle factory	-* Not employed - housewife
F	43. PT South Inn - waitress	*FT same	-*PT same
NON-RESPONDENTS			
F	44. Maq. Newspapers - darkroom technician FT	*same-manager FT	assumed same
M	45. MVMP - Milk processing FT	*Self employed - farm FT	" "
F	46. Not employed - housewife	same	" "
F	47. Not employed - housewife	*student	" "
F	48. Crestridge - Nurses Aide FT	assumed same	" "
F	49. Not employed - housewife	same	" "
F	50. Several - nurses aide, cook, FT	*FT Bennett Box - repairs	" "
F	51. Swift & Co. - cutting room FT	-* Not employed - housewife	" "
M	52. Chemplex - maintenance FT	*same - maintenance	" "
F	53. Miles School - cook FT	*Todes Motor Motel - general duty	" "
F	54. Not employed - housewife	same	*known to be working
F	55. Not employed - housewife	same	assumed same
F	56. Nielsen's Coupon Clearing House - counting coupons FT	housewife -* Not employed -	" "
M	57. Hawkeye Chemical - laborer FT	assumed same	" "
F	58. Swift & Co. - sharp knife operator FT	same	" "

Stated Job Changes or Promotions:

Table VII permitted one to observe the job changes by the change in the name of the employer, and promotions or changes as stated by the respondents on the questionnaire.

The following table, Table VIII, records the stated changes or promotions as indicated by the respondent in answering the question whether the change or promotion was received as a result of attending and graduating from the adult program.

Differences between observed and stated changes are probably a result of the qualifying phrase underlined above. Undoubtedly many changes or promotions do occur that are not directly or indirectly attributable to the adult program, particularly for those receiving two or more changes and/or promotions.

Table VIII indicates that fourteen respondents of the class reported a change or promotion as a result of attending and graduating from the adult program. Again using the thirty-three currently full or part-time workers, forty-two percent of this group reported the change or promotion as a result of attending and graduating from this program.

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TABLE VIII

STATED CHANGES OR PROMOTIONS - CLASS OF 1970

BETWEEN ENROLLMENT AND FOUR YEARS AFTER GRADUATION

AS A RESULT OF ATTENDING AND GRADUATING

FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	CHANGE	NO CHANGE	NO RESPONSE
Housewives	-	6	4
Part-time Workers			
Men	-	-	-
Women	3	3	-
Full-time Workers			
Men	8	9	1
Women	3	5	1
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
TOTAL	14	23	6

Total Respondents 43
Total Non-Respondents 15

Total Class of 1970 58

Number of Stated Job Changes or Promotions:

Table IX indicates the number of stated job changes and promotions.

The total number of stated changes and promotions (16) reported in Table IX differs from the total (14) reported in Table VIII because a few adults reported both changes and promotions and some responded to the question pertaining to number of changes or promotions but not the question asking if a change or promotion occured.

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The largest number of changes reported by any one respondent was four, and the largest number of promotions reported by any one respondent was five.

TABLE IX

NUMBER OF STATED JOB CHANGES OR PROMOTIONS

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	NUMBER OF JOB CHANGES						NUMBER OF PROMOTIONS					
	NR	1	2	3	4	5	1	2	3	4	5	NR
Housewives	10	-	-	-	-	-	-	-	-	-	-	10
Part-time Workers												
Men	-	-	-	-	-	-	-	-	-	-	-	-
Women	4	2	-	-	-	-	-	-	-	-	-	6
Full-time Workers												
Men	14	2	1	1	-	-	6	-	-	-	1	11
Women	6	2	-	-	1	-	-	-	-	-	-	9
Unemployed												
Men	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	-	-	-	-	-	-	-	-	-
Disabled												
Men	-	-	-	-	-	-	-	-	-	-	-	-
Women	-	-	-	-	-	-	-	-	-	-	-	-
Totals	34	6	1	1	1	-	6	-	-	-	1	36

Total Number of Changes	9
Total Number of Promotions	7
Total Changes and Promotions	16*

* This total exceeds the total in the previous table since a few adults reported both changes and promotions while some responded to the question pertaining to one table but not the other.

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Changes or Promotions Related to Adult Program:

Twelve of the fourteen stating changes or promotions, or eighty-six percent of those stating job changes or promotions (12 of 14) also stated that the change or promotion was a direct or indirect result of attending and graduating.

Table X illustrates the distribution of these responses.

It may also be of interest to note that in the one-year follow-up study of this class, eight stated the change or promotion was related directly or indirectly to the program where twelve responded this way in the four year study even though there were fifteen non-respondents to the four-year questionnaire while there were only three non-respondents to the one-year study.

TABLE X

STATED JOB CHANGES OR PROMOTIONS RELATED TO ADULT PROGRAM

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	DIRECT RESULT	INDIRECT RESULT	NOT RELATED	NR
Housewives	-	-	-	10
Part-time Workers				
Men	-	-	-	-
Women	2	1	-	3
Full-time Workers				
Men	2	4	2	10
Women	3	-	1	5
Unemployed				
Men	-	-	-	-
Women	-	-	-	-
Disabled				
Men	-	-	-	-
Women	-	-	-	-
Totals	7	5	3	28

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Table X continued:

Total Directly and Indirectly Related	12
Total Not Related	3
Total Not Responding to Question	28
Total Respondents	43
Total Non-respondents to survey	15
Total Class of 1970	58

Income Increase:

Table XI reports the number of respondents stating an increase in income. Five report a significant increase, seven report some increase, and one indicated a little increase for a total of thirteen reporting an income increase.

Comparison of Table X with Table XI will indicate that at least one reported an increase in income that did not report the job change or promotion as being related to the program and vice versa.

Nonetheless more than a third of the thirty-three part and full-time workers reported income increases, while ninety-three percent of those reporting changes or promotions related to the adult program also reported an increase in income.

TABLE XI

INCREASED INCOME

AS A RESULT OF CHANGE IN JOB OR PROMOTION

STATED CHANGES IN JOBS OR PROMOTIONS

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	SIGNIFICANTLY	SOME	LITTLE	NONE	NO RESPONSE
Housewives	-	-	-	-	10
Part-time Workers					
Men	-	-	-	-	-
Women	-	2	-	1	3

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Table XI continued:

CLASSIFICATION	SIGNIFICANTLY	SOME	LITTLE	NONE	NO RESPONSE
Full-time Workers					
Men	4	4	-	-	10
Women	1	1	1	1	5
Unemployed					
Men	-	-	-	-	-
Women	-	-	-	-	-
Disabled					
Men	-	-	-	-	-
Women	-	-	-	-	-
Totals	5	7	1	2	28

Total Reporting Income Increase 13

Total Respondents 43
Total Non-Respondents 15

Total Class of 1970 58

Additional Training Beyond High School Level:

On the earlier one-year follow-up study, twenty-five members of the Class of 1970 indicated a desire for additional training beyond the high school level. Of these twenty-five, ten were housewives, one was a part-time woman worker, five were full-time men workers, seven were full-time women workers, one disabled man, and one part-time man was already a student.

Table XII presents the data on those who had actually accomplished this additional training within the intervening three years. Eleven out of twenty-five or forty-four percent of those indicating a desire for more training actually accomplished some advanced training within four years of graduation. Others may do so in the future.

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TABLE XII

RECEIVED ADDITIONAL TRAINING BEYOND HIGH SCHOOL LEVEL

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	1	9	-
Part-time Workers			
Men	-	-	-
Women	3	3	-
Full-time Workers			
Men	5	12	1
Women	2	5	2
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	11	29	3

Total Respondents 43
Total Non-Respondents 15

Total Class of 1970 58

Kind of Training Received Beyond High School Level:

Table XIII reveals the kind of training the eleven responding members of the class have received since graduating from high school.

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TABLE XIII

KIND OF ADDITIONAL TRAINING RECEIVED

YES RESPONDENTS IN TABLE XVI

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONSES	TRAINING RECEIVED
Housewives	1	Nurses Aide
Total Housewives	1	
Part-time Workers		
Men	-	-
Women	1	Nurses Aide
	1	College - BA
	1	Food Management
Total Part-time Women	3	
Full-time Workers		
Men	1	Waste water treatment
	1	College level (Psychol)
	1	Farm Management
	1	Vet's Voc. Agric.
	1	Business & On Job Training
Total Full-time Men	5	
Women	1	Business College
	1	Guitar Lessons
Total Full-time Women	2	
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
Total Receiving Training	11	

Where Training Received:

Table XIV shows where these eleven respondents of the Class of 1970 received their training. Two received company training, five attended college, Junior College or Vocational school, three received college extension schooling, and one at a music studio.

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TABLE XIV

WHERE ADDITIONAL TRAINING RECEIVED

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONDENTS	WHERE TRAINING RECEIVED
Housewives	1	Clinton Community College
Total Housewives	1	
Part-time Workers		
Men	-	-
Women	1	Clinton Community College
	1	St. Ambrose - Davenport
	1	ISU - Ames
Total Part-time Women	3	
Full-time Workers		
Men	1	Manchester, Iowa
	1	Clinton Comm.-extension Maquoketa
	1	Muscatine Comm. College
	1	Muscatine Comm. College
	1	Business Co. & Agric.mtgs.
Total Full-time Men	5	
Women	1	AIC - Davenport
	1	L & L Music Studio-Clinton
Total Full-time Women	2	
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
Total Receiving Additional Training	11	

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Training Without High School?:

Seven of the eleven who received additional training beyond the high school level indicated that they would not have, or probably not have been able to receive this training without first graduating from high school.

It would appear that most of these graduates (64%) would not have received or been able to take advantage of additional training without first completing their high school education.

Table XV reveals the distribution of these responses.

TABLE XV

WOULD TRAINING HAVE BEEN RECEIVED

WITHOUT COMPLETING HIGH SCHOOL

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	PROBABLY NOT	NO RESPONSE
Housewives	-	-	1	9
Part-time Workers				
Men	-	-	-	-
Women	2	-	1	3
Full-time Workers				
Men	2	1	1	14
Women	-	2	1	6
Unemployed				
Men	-	-	-	-
Women	-	-	-	-
Disabled				
Men	-	-	-	-
Women	-	-	-	-
Totals	4	3	4	32

Total Receiving Training 11

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Additional High School or Interest Subjects:

Twenty-three, or forty-two percent (42%) of the respondents of the Class of 1970 indicated a desire to take additional high school or interest (non-credit) subjects on the one-year follow-up study. Of these twenty-three, eleven were housewives, one part-time woman worker, six full-time men workers, four full-time women workers, and one disabled man.

Eight respondents to the four year follow-up actually studied some additional high school subjects. About one-third of the respondents actually accomplished their goal within four years of graduation.

Table XVI reveals the distribution of those actually accomplishing this goal.

TABLE XVI

ADDITIONAL HIGH SCHOOL OR INTEREST (NON-CREDIT) SUBJECTS STUDIED SINCE GRADUATION FROM ADULT SCHOOL

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	2	7	1
Part-time Workers			
Men	-	-	-
Women	2	4	-
Full-time Workers			
Men	2	16	-
Women	1	7	1
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	7	34	2

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Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

What Additional High School or Interest Subjects Studied:

Table XVII lists the additional high school or interest subjects that were studied. One subject is in the business education area, two in the shop area, with the remainder in art, crafts or other interest areas.

TABLE XVII

HIGH SCHOOL OR INTEREST SUBJECTS STUDIED

YES RESPONDENTS IN TABLE XVI

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONSES	SUBJECT STUDIED
Housewives	1	Art
	1	Bookkeeping
Total Housewives	2	
Part-time Workers		
Men	-	
Women	1	Art
	1	Calligraphy
Total Part-time Women	2	
Full-time Workers		
Men	1	Metal Shop & Typing
	1	Metal Shop & Woodcraft
Total Full-time Men	2	
Women	1	Guitar Lessons
Total Full-time Women	1	
Unemployed		
Men	-	
Women	-	
Disabled		
Men	-	
Women	-	
Totals	7	

Total Receiving More High School or Interrest Subjects 7

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Where Additional High School or Interest Subjects Studied:

Table XVIII reports the locations where the additional study of high school or interest subjects was received. Two are Area 9 interest classes, three are high school completion classes open to high school graduates, one is a music studio, and one was taught calligraphy by a friend at St. Ambrose College in Davenport.

TABLE XVIII

WHERE ADDITIONAL HIGH SCHOOL OR INTEREST SUBJECTS STUDIED

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

YES RESPONDENTS PREVIOUS TABLE

CLASSIFICATION	YES RESPONDENTS	LOCATION
Housewives	1	Adult Evening H.S.-Maquoketa
	1	Clinton Jr. College - Andrew
Total Housewives	2	
Part-time Workers		
Men	-	
Women	1	Bellevue Adult Program
	1	Personal Friend
Total Part-time Women	2	
Full-time Workers		
Men	2	Adult Evening H.S.-Maquoketa
Total Full-time Men	2	
Women	1	L & L Music Studio
Total Full-time Women	1	
Unemployed		
Men	-	
Women	-	
Disabled		
Men	-	
Women	-	
Total	7	

Total Receiving Additional High School or Interest Subjects 7

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If you add the number of respondents taking post-secondary training (11) and the number taking interest or high school classes (7), a total of eighteen (18) respondents of this class (42%) have continued with some type of education since graduation from the adult high school.

Better Off Financially - As Result of Graduating:

While thirteen reported increased income in Table XI, twenty report being better off financially. The seven additional respondents in XIX are composed of one housewive, four full-time males, and two full-time females.

The housewive can probably be accounted for as one returning to the role of housewife, but who would have been better off financially while working. The others apparently didn't respond to the one question while responding to the other.

Regardless of which figure you use, a substantial number (30-47%) of the respondents working part or full-time are admittedly better off financially as a result of graduating from adult high school.

TABLE XIX

BETTER OFF FINANCIALLY

AS A RESULT OF GRADUATING

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	1	6	3
Part-time Workers			
Men	-	-	-
Women	2	3	1
Full-time Workers			
Men	12	6	-
Women	5	4	-

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Table XIX continued:

CLASSIFICATION	YES	NO	NO RESPONSE
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	20	19	4

Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

How Much Better Off Financially:

Responding to the question of how much better off financially they were, twenty responded some or much. The responses to this question are reported in Table XX, and is the same number as reported in Table XIX.

TABLE XX

HOW MUCH BETTER OFF FINANCIALLY

YES RESPONDENTS - TABLE XIX

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	-	1	1	8
Part-time Workers				
Men	-	-	-	-
Women	-	2	1	3
Full-time Workers				
Men	2	10	-	6
Women	2	3	1	3
Unemployed				
Men	-	-	-	-
Women	-	-	-	-

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Table XX continued:

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Disabled				
Men	-	-	-	-
Women	-	-	-	-
Totals	4	16	3	20

Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

Better Off Socially or Personally:

Only one of the forty-three respondents did not respond to the question. Four reported being no better off socially or personally.

Eighty-eight percent (thirty-eight respondents) did indicate that they were better off socially as a result of attending and graduating from this adult program.

The social benefits are probably as important, if not more important, to these graduates as financial benefits. The one (i.e. confidence) could well affect the other (i.e. financial), and for those not in the labor market (housewives, etc.) it is perhaps the only immediate benefit they experience. The individual additional comments in Table XXVI illustrate the importance of social benefits to these graduates.

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TABLE XXI

BETTER OFF SOCIALLY OR PERSONALLY

AS A RESULT OF GRADUATING FROM ADULT SCHOOL

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	9	1	-
Part-time Workers			
Men	-	-	-
Women	6	-	-
Full-time Workers			
Men	14	3	1
Women	9	-	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	38	4	1

Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

How Much Better Off Socially or Personally - As a Result of Graduating:

Responding as to how much better off socially they were, twenty-two replied much, fourteen some, three none, and four did not answer this question.

Thirty-five percent of the respondents were much better off socially, and thirty-three percent were some better off socially. Nine percent of the respondents did not answer the question, and seven percent reported being no better off socially.

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Table XXII records their responses in more detail.

TABLE XXII

HOW MUCH BETTER OFF SOCIALLY OR PERSONALLY

AS RESULT OF ATTENDING AND GRADUATING FROM ADULT SCHOOL

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	4	5	1	-
Part-time Workers				
Men	-	-	-	-
Women	5	1	-	-
Full-time Workers				
Men	9	5	1	3
Women	4	3	1	1
Unemployed				
Men	-	-	-	-
Women	-	-	-	-
Disabled				
Men	-	-	-	-
Women	-	-	-	-
Totals	22	14	3	4

Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

Worth Time and Effort:

Asked if they felt the time and effort required to complete their high school education was worth it from a financial and social point of view, the following results were obtained:

From a financial viewpoint, two responded no and ten did not respond to the question. Thirty-one, however, responded yes even though they may not yet have experienced any financial benefit.

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From a social viewpoint, two responded no, and three did not respond. Thirty-eight, however, responded yes.

The vast majority of the respondents of this class definitely feel that the time and effort spent in attending and graduating from the adult evening high school has been worth it financially and socially. Seventy-two percent of the respondents felt this way from a financial viewpoint and eighty-eight from a social viewpoint.

TABLE XXIII

WORTH TIME AND EFFORT FROM FINANCIAL AND SOCIAL VIEWPOINT

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	FINANCIAL VIEWPOINT			SOCIAL VIEWPOINT		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
Housewives	5	-	5	9	-	1
Part-time Workers						
Men	-	-	-	-	-	-
Women	4	-	2	6	-	-
Full-time Workers						
Men	17	1	-	15	2	1
Women	5	1	3	8	-	1
Unemployed						
Men	-	-	-	-	-	-
Women	-	-	-	-	-	-
Disabled						
Men	-	-	-	-	-	-
Women	-	-	-	-	-	-
Totals	31	2	10	38	2	3

FINANCIAL VIEWPOINT		SOCIAL VIEWPOINT	
Total Respondents	43	Total Respondents	43
Total Non-Respondents	15	Total Non-Respondents	15
Total Class of 1970	58	Total Class of 1970	58

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Wise Use of Tax Money:

There appears to be unanimous agreement among the respondents that the adult program is a wise way to spend tax money.

Table XXIV reveals their responses to this question. One hundred percent of the respondents answered yes.

TABLE XXIV

ADULT PROGRAM WISE USE OF TAX MONEY

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	10	-	-
Part-time Workers			
Men	-	-	-
Women	6	-	-
Full-time Workers			
Men	18	-	-
Women	9	-	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	43	0	0

Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

Knowledge Improved:

Only one of the respondents answered this question negatively. Twenty-six said they learned much, and sixteen learned some.

Forty-two of the forty-three respondents felt their knowledge had improved some or much.

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TABLE XXV

KNOWLEDGE IMPROVED

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	9	1	-	-
Part-time Workers				
Men	-	-	-	-
Women	5	1	-	-
Full-time Workers				
Men	7	11	-	-
Women	5	3	1	-
Unemployed				
Men	-	-	-	-
Women	-	-	-	-
Disabled				
Men	-	-	-	-
Women	--	-	-	-
Totals	26	16	1	0

Total Respondents	43
Total Non-Respondents	15
Total Class of 1970	58

Additional Comments:

It is of interest to note that nineteen of the respondents made additional comments on this questionnaire. Some were brief and some quite lengthy. All, however, were complimentary about the adult program.

Making comments were:

3	housewives
6	part-time women workers
6	full-time men workers
4	full-time women workers
Total 19	

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Table XXVI reveals their individual comments.

Financial and educational benefits are apparent in many of their comments, as well as social or personal benefits.

Twenty-three of the fifty-five respondents made additional comments in the one year study while nineteen of the forty-three respondents to the four year study have made comments.

The comments are self-explanatory and most interesting to read.

TABLE XXVI

ADDITIONAL COMMENTS

CLASS OF 1970 - FOUR YEAR FOLLOW-UP STUDY

CLASSIFICATION	COMMENTS	NUMBER
Housewives	It has helped me to help my children with their school work. They feel I can help because I took time to gain a little knowledge myself. I prefer to be known as Mrs. instead of Ms. I can be a person and a wife also.	1
	Why don't they have college courses that can be given here?	1
	I think it is a very worthwhile program and it's one of the best things offered by our county.	1
Part-time Workers		
Men		
Women	I sure hope adult education may continue for a long time with everyone's help. It is very worthwhile.	1
	I think the teachers who teach for the adult evening classes deserve a great deal of credit - also the administration and sponsor of these classes.	1
	I enjoyed each and every class - great opportunity for all non-graduates - very happy to have a diploma.	1

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Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Women	It's difficult for me to answer some of these questions according to your categories provided because I haven't worked much since graduating (1970). Instead have continuously pursued my education. Definitely the financial payoff will come in a year when I do graduate with my M.A..	
	I do hope the Adult Night School program continues. It is a worthy, most admirable project with warm, sensitive teachers and administrators as its core. My best wishes and most heartfelt thanks to you all. Keep up the good work.	1
	I might add that I did change jobs to a clerical bookkeeping position for a year. The pay wasn't as good as the job I had before in the lunch program probably because of seniority in that program and the bottom (seniority) in clerical work. However, if I were younger I might have elected to do the clerical instead of the other.	1
	I enjoyed every minute of Adult School. You can never stop learning. Everything we did was a challenge for me. Thank you.	1
Full-time Workers		
Men	Just a few lines to let you know that I am not a complete failure. I did get married in 1972 May 20th is the date. Now we have two children a girl born March 3, 1973 and a boy born Feb. 13, 1974. And you wonder why I didn't answer sooner. Well, now in the winter time I go to school 3 nights a week, in the summer time, it will only be twice a week in the evenings. Besides trying to farm, when my work is caught up, I do painting. My wife helps paint too.	
	By the way we live on the farm with my folks. My dad is 86 and my mother is 80 and both are in good health.	
	So I do have a full time job trying to satisfy everyone and keep my work caught up, make a little extra money painting, attend school to learn how to be a better farmer. Well, now I wish I were a bigger farmer, but that takes a lot of money, which I don't have, so I guess I'll just have to play it by ear and see what happens.	

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Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Full-time Workers		
Men	con't: PS. I was going to answer this questionnaire this weekend anyway.	1
	I think I would have received the same training as well as I also believe my employer was as happy to see me complete my high school education the same as I was.	
	My income has increased by 1/3 but the high price increases hold me down the same as everyone else.	1
	I think the Adult Evening Program is well worth it.	1
	My high school education has not, as yet, helped me a great deal financially, but I do feel if I ever had to get another job it would be a great help. I would be interested in taking extra classes if they were held in Bellevue.	1
	I was promoted to road foreman, but I gave it up and went back to driving a truck because it was hard on my nerves. I worried too much about things.	1
	I am very happy I had gone back to school and finished it. I am now working for the University of Iowa. It will be three years in September that I have worked for the University.	1
Women	It is worthwhile for your own personal knowledge if for no other reason.	1
	I know I would not have as good a job as I do if I had not gone to night school. I will soon be going to Ward Clerk and doing aide work also. I really enjoy meeting people and helping them. My going to night school was a "highlight" in my life.	1

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Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
Women	I am very grateful the having the opportunity to receive my diploma. I will always be very proud of it. I wish everyone would get a high school education. Thanks very much to the Adult Evening school and all who made it possible, Mr. X and all the teachers who took the time to spend with all of us who made the step.	1
	I enjoyed night school so much. I hope others that go get as much out of it as I did.	1
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
	Total Additional Comments	19

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CHAPTER III

SUMMARY - CONCLUSIONS - RECOMMENDATIONS

Summary:

This four-year follow-up study of graduates of the Jackson County Adult Evening High School Completion Program is the fourth four-year study to be completed.

Involved in earlier four-year studies were the Classes of 1967, 1968, and 1969. This one involves the Class of 1970. To date, a total of three hundred and ten adult graduates of these four classes have been the subject of four-year follow-up studies and responses to the questionnaires number two hundred seventy-six, giving a total response to the four-year studies of eighty-nine percent.

As has been stated earlier, we are attempting to measure the benefits received by these graduates as a result of attending and graduating from this adult high school program. These benefits should be present in the educational, social, and/or financial areas.

Each graduating class has been the subject of a one-year follow-up study and a four-year study as the appropriate amount of time passes. Results to date have been both consistent and encouraging.

The results of these studies, hopefully, might encourage more adults to participate in programs of this type and encourage the establishment of similar programs.

In addition, governmental and private agencies might be encouraged to support such programs financially by providing funds for the establishement and operation of these programs as well as for recruitment of adult students for these programs.

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While adults can successfully complete their education in adult evening school programs, such programs are at best remedial steps. The causes of the dropout problem are not being resolved in these programs. Hopefully, local school districts will be concerned about the dropout problem to the point of actively finding solutions. This may involve revision of unwise school policies, curriculum, attitudes, etc., as well as experimental approaches to the problem involving course requirements, length of class periods, granting of credit, work experience programs, alternative schools, and many other yet undiscovered approaches.

Conclusions:

Upon the basis of the earlier one-year follow-up study and this current four-year follow-up study of the Class of 1970, I conclude that:

1. Adult graduates of this program have many productive years ahead of them to benefit educationally, financially or socially, and will remain in the Jackson County area long enough to repay the cost of their adult education many times over.
2. Being the head of a household, having family responsibilities was not an insurmountable barrier to their attending and graduating from this adult evening school, and need not be a barrier to most adults if the desire to complete high school is present.

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3. A substantial number of graduates of this class have entered the labor market from the role of housewife. (Six fewer housewives than at enrollment.)
4. A significant number of job changes and promotions have occurred and affected over three fourths of those who have worked part or full-time at any of the three periods - (enrollment, 1 or 4 years after graduation.) Although not all of these can be credited to the adult program, a substantial number of them can be so credited. Many of these financial benefits are cummulative.
5. The number of these respondents currently working full or part-time and reporting increased incomes represent over a third of those working and receiving promotions or job changes as a result of graduating from the adult program.
6. Forty-two percent of the respondents have studied some additional subject(s) since graduation. Twenty-six percent have studied post-high school subjects and sixteen percent studied additional high school or interest subjects within four years of graduation.
7. Of those twenty-five indicating a desire for more post-secondary training on the one-year follow-up of this class, eleven or forty-four percent accomplished this goal between one and four years after graduation, and others may yet do so in the future.
8. Seventy-three percent of those receiving training beyond the high school level indicated it would not or probably not

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have been possible to receive this additional training without first completing their high school education.

9. There is a tendency for graduates of this class to continue studying interest or high school subjects as well as advanced education. Seven persons (16+%) of the respondents have studied interest or other high school subjects since graduating.
10. The number of respondents working full or part-time who are better off financially as a result of attending and graduating is slightly more than sixty (60) percent of these currently in the labor market.
11. Nearly all of these respondents report being better off socially.
12. Attending and graduating from the adult program is worth the time and effort it takes to a large majority of these graduates both from a financial and social viewpoint.
13. One hundred percent of the respondents think the adult program is a wise investment of tax money.
14. Sixty-one percent of the respondents feel their knowledge was much improved, and thirty-seven percent feel their knowledge improved some as a result of the adult program. Ninety-eight percent of the respondents report their knowledge to have improved much or some.
15. The additional comments illustrate the importance of social benefits to these graduates and socail benefits should not be underestimated.

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16. No "halo" effect is observable from a comparison of the responses of this class on the one and four-year studies.
17. Graduates of this class are as enthusiastic about this program four years after graduation as they were one year after graduation, if not more so.
18. Passage of time appears to increase the benefits received by these graduates. This is particualrly apparent in educational and financial benefits.
19. One respondent has received multiple (more than one) promotion and three have experienced multiple (more than one) job changes between enrollment and four years after gradution.

Recommendations:

Based upon the findings of this and earlier one and four-year studies of the adult graduates, the following recommendations are made:

1. That additional efforts be made to attract adult students to this and similar programs. All citizens have a financial investment in this program, and all indirectly benefit from a better educated community in innumerable ways. All citizens can help by encouraging potential adult students to complete their high school education.
2. The evidence indicates that graduates from programs of this type soon repay the cost of their adult education many times over. Therefore we would recommend that national, state, and local funds be made available to establish and operate

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such programs as well as to subsidize low income students where and when necessary. These programs should include basic, high school, continuing, and vocational-technical education programs.

3. Studies of the dropout problem should be made on local, state and national levels. Knowing the numbers of dropouts is not enough. We need to know "why" they dropped and what needs to be done to keep them motivated while in school.
4. That area schools and colleges expand the educational offerings to adults by providing college credit and vocational-technical course, in the evenings, locally, with minimal enrollment requirements and at minimal costs.
5. That experimental and innovative ways of recruiting students to these programs be devised. This might include babysitting services, subsidies for attendance, transportation allowances, etc.
6. Local school districts attempt to resolve their dropout problems by experimenting with innovations in programs, curriculum, credit, work study, alternative classes, etc., as well as revision of unwise policies which may be contributing to the dropout problem.
7. That local districts make similar follow-up studies of their graduates which may help determine revisions needed, as well as help measure the relative success of existing programs.

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8. The many "success" stories of these adult graduates be publicized to encourage enrollment in this or similar programs. This should be done both formally and informally through the media as well as through individual contacts.
9. That this adult progarm be continued as long as enrollments justify and/or it is replaced by another agency such as area or local schools.
10. That every effort be made to counsel students in regular junior and senior high schools to remain in school, as well as to be informed of the value and need of a high school education.
11. That secondary school vocational-technical opportunities be made available to all regularly enrolled high school boys and girls in an effort to reduce and prevent dropouts from occuring.

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____Yes, I would like a copy
of the results of this study.

Four-Year
Follow-Up Questionnaire
Graduates-Class of 19:
Jackson County Adult Evening High School

General Information:

Name: _____ Present Age: _____ Sex: _____
(Last) (First) (Middle) (Years) (M or F)

Present Address: _____ Head of Household: Yes ____ No _____
(RFD-Box-Street)

Marital Status: Single ___ Married _____

_____ Divorced ___ Widowed _____

(City) (State) (Zip) Separated _____

Check one classification below which best describes your present occupational status: (Please check only one)

Housewife (not working for wages) _____

Part-time worker (regularly work part-time) _____

Full-time worker (regularly work full-time) _____

Unemployed worker (temporarily out of work) _____

Disabled (cannot work) _____

Other classification not listed above (Please be specific) _____

_____

Example: If you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife as used here, indicates you do not work for wages at all.

1. Are you employed at the present time? Yes _____ No _____

1a. If yes, is this employment part or full-time? Part-time _____ Full-time _____

1b. If yes, by whom are you presently employed? _____
(Name of Employer or Firm)

1c. If yes, give type of work or job description: _____

_____

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2. Have you had any change in jobs or promotions on the job in the past five years as a result of attending and graduating from the Adult High School?
Yes _____ No _____

2a. If yes, how many job changes or promotions have you experienced during this five-year period?
Number of job changes _____ Of promotions _____

2b. If yes, have any of these job changes or promotions been a direct or indirect result of your completing high school?

Direct result____ Indirect result____ Not relat

2c. If yes, did your income increase?

Significantly ___ Some___ Little___ None___

3. Since graduating from high school four years ago, have you received any additi training or education beyond the high school level? Yes _____ No _____

3a. If yes, what kind of training or education have you undertaken?_____

_____

3b. If yes, where did you receive this training? (school, business, industry, or company)_____

_____

3c. If yes, would you have received this training if you had not completed high school? Yes _____ No _____ Probably not _____

4. Have you taken any additional high school or interest (non-credit) subjects since graduating four years ago? Yes _____ No _____

4a. If yes, which high school or interest (non-credit) subjects did you study after graduating?_____

4b. If yes, where did you take high school or interest (non-credit) subjects after graduating? _____

5. Are you better off financially today-than you were when you enrolled in the Adult Program (5 years ago), as a result of graduating from high school?
Yes _____ No _____

5a. If yes, how much better off financially? Much ___ Some ___ No better off___

6. Are you better off socially or personally (greater confidence, more pride, more self-esteem, more satisfied with life, better understanding of the world and others, greater achievement, improved attitudes, etc.) than you were when you enrolled in the adult program, as a result of graduating from high school? Yes _____ No _____

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6a. If yes, how much better off socially or personally? Much_____ Some _____
No better off _____

7. Do you feel the time and effort you put into completing high school was worth it from a financial and/or social viewpoint? Financial Viewpoint: Yes___No___
Social Viewpoint: Yes___No___

8. Do you feel that the tax money used to sponsor the adult program was a wise investment of tax money? Yes_____ No_____

9. Do you feel that your knowledge (of whatever subjects you studied) was improved? Much_____ Some_____ None_____

10. Any additional comments that you may wish to make may be made here._____

_____

_____

_____

_____

_____

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EXHIBIT B. - FIRST LETTER

Jackson County Adult Evening High School Completion Program
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Adult Graduate - Class of 1970:

Four years have nearly passed since you graduated from the Jackson County Adult Evening High School Completion Program.

Even though you may have been away from the adult program for four years, you have not been away from our thoughts and interest in you.

Most of you responded to our one-year follow-up study, and we are now asking you to participate in this four-year follow-up study of our adult graduates. We make these studies, as you know, to further evaluate the effectiveness of the adult program upon the lives of our graduates.

We welcome both your participation in this study as well as any constructive criticisms you may wish to make. We only request that you complete the questionnaire as completely and honestly as you can.

All individual information is strictly confidential and the data is summarized and reported only in terms of group, statistical information. A copy of the results of this study will be reserved for each graduate of this class, if you indicate your wish to receive a copy of this report by checking the box at the top of the questionnaire.

The value of this type of study is only as great as the participation in it. We urge each of you to respond to this questionnaire to insure as valid and meaningful a study as possible.

Please let us hear from you soon!

Sincerely,

James R. Gran, Administrator

JRG:jam
Enclosures:
1 self-addressed envelope
1 questionnaire

P.S. If you are in the neighborhood sometime, stop in and visit with us, whether it be the office, school or home.

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EXHIBIT C
SECOND LETTER

JACKSON COUNTY ADULT HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate - Class of 1970:

Two weeks have elapsed since our 4-year follow-up questionnaire was sent to you. To date, we have not received your completed questionnaire. We miss and need your response!

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by returning your completed form as soon as possible.

In case you have inadvertantly misplaced or lost the first questionnaire, we are enclosing one along with another return self-addressed, stamped envelope.

Your participation in this study is most important, since many of the decisions affecting this and other programs may be based upon the results of this and other studies.

Won't you please take a few minutes of your time to complete and return this questionnaire?

Thank you, in advance, for helping us to complete this important study.

Very truly yours,

James R. Gran
Project Administrator

JRG:jam
Enclosures:
1 self-addressed, return, stamped envelope
1 questionnaire

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EXHIBIT D

THIRD LETTER

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1970:

Of the 58 adults who graduated with the class of 1970, you are one of the few who have not returned their completed questionnaires.

Won't you please make the study 100% successful by completing the questionnaire now and returning it today?

Another form and return envelope is enclosed for your convenience.

Thank you for participating in this study and insuring our 100% return.

Sincerely,

James R. Gran
Administrator

JRG:jam
Enclosures:
1 self-addressed stamped envelope
1 questionnaire